

# San Ramon Valley Unified School District



# Greenbrook Elementary School

## 2008-2009 School Accountability Report Card

**Jenise Falk,  
Principal**

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**(925) 855-5300**

**Steven Enoch,  
Superintendent**

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**www.srvusd.k12.  
ca.us**

### Principal's Message

Greenbrook's goal is to be the consummate elementary school. It is imperative to construct a thinking, meaning-centered curriculum for our students. As educators, we must foster a curriculum that addresses an ever-changing world. To accomplish this task, we are constantly willing to search out the best practices so we can deliver the finest education available to our students. We as educators look at ways to change our school into an organization that prepares our students for life in an information-based, knowledgeable work society, the society in which America's students now live and will be required to function in as adults. We believe that the education and academic excellence of our youth is shared by students, families, staff, and community. All our young people must be offered opportunities that will challenge the limits of their potential, thereby fostering a lifelong enthusiasm for learning.

### Mission Statement

Greenbrook School will be a special place where every member of the school community will be provided with the opportunity to thrive and excel in a caring, understanding, and supporting environment, and where all students will develop skills and utilize tools to become self-reliant, life-long learners.

### School Profile

Greenbrook is an elementary school serving southeast Danville neighborhoods. It is a brand new facility that opened in August of 2006 built to house 750 students. Frequently, grade levels are at capacity and student diversions may be necessary. In some grade levels, space is available, and diversions from other schools are accepted.

### Discipline & Climate for Learning

The discipline of students at Greenbrook School is a responsibility shared by the classroom teacher, principal, support personnel and parents. Consequences for inappropriate behavior will be administered in a manner that encourages positive behavior and considers the individual differences of children.

Consistency is necessary for the fair application of guidelines for acceptable behavior. Students are required to accept responsibility for their behavior, and parents are asked to cooperate and assist in implementation of any improvement plan. Each parent will receive a notice from the classroom teacher outlining the expectations for classroom behavior.

For discipline to be effective, it is vital that good communication exist between home and school. Parents will be notified if a child's behavior warrants. We will work with parents to resolve disciplinary concerns.

Greenbrook has a progressive discipline policy, a color coded system that students progress through as behavior changes. We have a Discovery Center intern who spends time with students and in addition we use communication slips which serve the purpose of communicating between home and school.

#### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.8%
American Indian	0.2%
Asian	8.0%
Caucasian	79.1%
Filipino	2.3%
Hispanic or Latino	5.5%
Pacific Islander	0.3%
Multiple or No Response	3.9%

#### Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	1	0	106	1141	966
Suspension Rate	0.0%	0.2%	0.0%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

## Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2008/2009 enrollment at Greenbrook Elementary was 630.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	109	96	100
1st	107	110	95
2nd	100	109	119
3rd	100	110	113
4th	115	103	107
5th	119	117	106

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	19	20	5	5	5	-	-	-	-	-	-
1	20	20	19	5	5	5	-	-	-	-	-	-
2	20	20	20	5	5	6	-	-	-	-	-	-
3	20	20	19	5	5	7	-	-	-	-	-	-
4	29	31	28	-	-	1	4	4	4	-	-	-
5	30	29	27	-	-	1	4	4	3	-	-	-
K-3	19	20	-	1	2	-	-	-	-	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

CSR Participation			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%
K-3	100%	100%	-

## Staff Development

Activities are centered on the school's needs, which are reviewed and prioritized by the teachers, SIP Site Council, and the principal. Staff Development Days have been very beneficial for developing a consistent knowledge base and developing a schoolwide focus. The staff has been trained in Total Quality Management (Koality Kid Training) facilitators as a tool for working toward our goal, and several members of the staff are being trained as facilitators for the program. Teachers have attended workshops on: Performance-Based Assessment, Instructional Strategies, Gifted and Talented Education, Math Instruction, Special Education, Technology Awareness and Use, Music Enhancement, Literacy, Spelling, and Professional Development, and Student Portfolios. Staff development opportunities have been provided through the district, mentor teachers, School Improvement Program, and grant efforts. Many teachers take advanced classes to keep current on what's new in education.

## Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The table lists the support service personnel available at Greenbrook Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Band/Music Director	2	As Needed
District Nurse	1	
Instructional Aides	10	
Librarian	1	
Library Media Assistant	1	.49
Nurse	1	0.2
Occupational Therapy OT	1	
P.E. Aide	1	
Psychologist	1	0.4
Reading Specialist	2	0.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	1.19
Speech/Language Specialist	1	
Speech/Language/Hearing Specialist	1	1.0

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Greenbrook Elementary had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School 06-07	School 07-08	School 08-09	District 08-09
Fully Credentialed	34	35	35	1327
Without Full Credentials	0	0	0	60
Working Outside Subject	0	0	1	28

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions		0	1

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

## Parent Involvement

Greenbrook is a place where parents, students, and teachers share in the responsibility for learning. This year, parents worked with the staff to continue our enrichment program offered on adjusted Wednesdays. Everyone worked hard to promote achievement within a positive learning environment. Parents are highly supportive of the school's programs through an active Parent-Teacher Association, the School Improvement Program (SIP) Site Council, an Advisory Committee for Gifted and Talented Education (GATE), and a Technology Task Force. Volunteers, representing over 50% of the families, help in innumerable ways, both in and out of the classroom. The PTA donates significant funds to support our programs by purchasing supplies and equipment, and by funding time for the Library Assistant, Computer Coordinator, and classroom aides. Greenbrook has formed a community partnership with Chevron who sponsored Koality Kid Training. For additional information about organized opportunities for parent involvement at Greenbrook Elementary, please contact Jenise Falk at 925-855-5300 or email at [jfalk@srvusd.net](mailto:jfalk@srvusd.net)

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Greenbrook Elementary School office at (925) 855-5300, Jenise Falk, Principal. Contact email is [jfalk@srvusd.net](mailto:jfalk@srvusd.net).

San Ramon Valley Unified School District Superintendent is Steven Enoch. Mr Enoch can be emailed at [senoch@srvusd.net](mailto:senoch@srvusd.net)

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website ([www.srvusd.net](http://www.srvusd.net)), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2009	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	MacMillian/ McGraw Hill- California Vistas	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618046096036Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046096036Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618046096036Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046096036Textbooks_1.pdf)

## Curriculum Development

In addition to their regular classroom assignments, many teachers participate on school and district-level committees. Teachers serve as leaders in professional organizations, on special task force committees, as presenters at workshops and staff development, and as coaches for new teachers. They attend conferences and workshops to enhance their teaching skills and develop strategies to support student learning. Grade level and district committee representatives assist administration in leadership development for staff. Grade level representatives assist administration in the leadership development of staff.

## Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

## Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielewski

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## School Facilities

Greenbrook School will be a special place where every member of the school community will be provided with the opportunity to thrive and excel in a caring, understanding, and supporting environment, and where all students will develop skills and utilize tools to become self-reliant, life-long learners. Greenbrook School is a brand new facility that opened in August of 2006. The students have access to state of the art technology and classrooms are equipped with the latest tools for learning.

### Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. For Greenbrook, this included repair of the Multipurpose Room floors and parking lot.

### Safe School Plan

Once a disaster occurs, staff inside and out of the building should give the command duck, cover and hold. Staff will then check the group they are in charge of and report the missing people and the casualties to the teachers assigned to search and rescue and the aid station. The staff is divided into three disaster teams, search and rescue, aid station and community contact. Greenbrook elementary is supplied with enough food and water to supply 750 people for 48 hours.

Date of Last Review/Update: September 2008

Date Last Reviewed with Staff: September 2008

School Facility Conditions				
Date of Last Inspection: 07/02/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	86	87	85	79	81	83	43	46	50
Mathematics	89	89	89	71	73	76	40	43	46
Science	87	88	82	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	90	90	*	*
Filipino	*	*	*	*
Hispanic or Latino	72	76	*	*
Pacific Islander	*	*	*	*
Caucasian	86	90	84	*
Males	83	90	87	*
Females	87	88	78	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	45	55	*	*
Students with Disabilities	53	66	55	*
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	9	10	
All Students				
Actual Growth	-5	8	7	944
Caucasian				
Actual Growth	-5	6	14	950

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.9%	38.7%	36.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

## District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539<sup>^</sup> per student which was below the national average of \$9963.<sup>^</sup> The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 26,969\* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

<sup>^</sup> NEA

\* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,639
From Restricted Sources	\$353
From Unrestricted Sources	\$5,286
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	393.10%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	4.10%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,023
District	\$64,878
Percentage of Variation	4.41%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	7.50%

## District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



## Board of Education

Contact Information:

### **Rachel Hurd, Board President**

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 Term expires in 2010

### **Paul Gardner, Board Vice President**

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[PaulWGardner@sbcglobal.net](mailto:PaulWGardner@sbcglobal.net)  
 Term expires in 2012

### **Greg Marvel, Board Clerk**

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 Term expires in 2012

### **Bill Clarkson, Board Member**

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### **Ken Mintz, Board Member**

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 Term expires in 2010  
 (Office term until 12/10)

### **Superintendent: Steven Enoch**

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